DOCUMENT RESUME

ED 328 074 FL 019 039

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TITLE Independent Reading in English--Use of Graded Readers in the Library English as a Second Language Corner--.
PUB DATE 90
NOTE 48p.; Revised version of a paper presented at the Annual Meeting of the Federation of English Language Education Societies of Japan (4th, Kyoto, August 1988).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Difficulty Level; *English (Second Language); Foreign Countries; Higher Education; *Independent Reading; Individualized Instruction; Language Research; *Reading Centers; *Reading Materials; Second Language Instruction
IDENTIFIERS *Doshisha University (Japan)

ABSTRACT

A study investigated the use of a collection of English language books by Doshisha University (Japan) students of English as a Second Language (n=300). Four levels of readers, graded by vocabulary content were used in eight classes that offered individualized reading instruction. Students were given instruction in using graded readers, strongly encouraged or required to read them, given book report sheets, and, in freshman classes, offered extra credit for each book report. Analysis of student use of the books found that 161 read at least 1 book and turned in a report, and 69 of 207, who were offered extra credit did book reports. Choice of difficulty level was similar for students doing required reading and earning extra credit. About 90% of the books read were at the elementary or low-intermediate levels. Book level correlated positively with number of pages and time spent reading the book. Students evaluated the books for interest, maturity of content, usefulness, satisfaction, their own willingness to recommend them to friends, organization, difficulty of grammar, vocabulary, overall English, and prior knowledge needed for comprehension. Students also ranked their favorite books. Implications for language instruction are discussed. Materials used in the study, including the student survey and a list of graded readers, are appended. (MSE)

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Independent Reading in English

--Use of Graded Readers in the Library

English as a Second Language Corner--

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Independent Reading in English
--Use of Graded Readers in the Library English as a Second Language Corner--

Introduction

Reading has been the most emphasized skill in English instruction since its inception in Japan in the late nineteenth century. Grammar-translation has been the most commonly used method in Japan since that time (Hashimoto, 1977; Ogino, 1983). Even today, this type of instruction is the most commonly used one in junior high schools, senior high schools, and colleges, and it becomes more common as the level goes up (Koike, 1983). As a result, it is often said that Japanese can read English but cannot speak it well. However, it is doubtful that Japanese can read English well (Matsumura, 1984; Takefuta, 1982). Reading can be defined as the meaningful interpretation of written or printed verbal symbols (Harris & Sipay, 1975), but through our observations in classes, we have seen many students who do not understand meanings even after they replace all English words with Japanese words (Kitao, 1983).

Recently, because of the interest in what is referred to as internationalization, the study of English for the purpose of communication has increased in importance. This has led to a number of changes in practices in the English classroom in Japan. Language activities have been emphasized in junior and senior high school classes, a large number of native speakers of English have been hired, and more practical English and all around English have become goals in English classes. Though listening and speaking are emphasized more than ever before, the total number of English instruction hours has been reduced in junior

and senior high schools, and hours spent on teaching reading have been cut drastically.

Studies done on several thousand senior high school and college students' reading proficiency in English from 1981 to 1984 indicated that their reading proficiency in English was not high, and their reading rate was slow (Kitao & Miyamoto, 1982; Kitao & Miyamoto, 1983; Kitao & Yoshida, 1985; Kitao et al., 1985; Kitao et al., 1986; Yoshida & Kitao, 1986). Psycholinguistic studies indicate that there is a positive correlation between reading speed and reading proficiency and that it is by reading that readers learn to read and improve their reading skills (Smith, 1978). Therefore, reading fast and reading more is good training to improve reading proficiency.

In this paper, we will present our report on individualized instruction in reading English for increasing reading proficiency and will discuss the potential of individualized instruction, based on the results of our surveys.

Individualized Instruction of Reading in English

Every year since 1978, one of the authors has given his students a survey about the textbooks they have used. The results indicate that many students are not satisfied with the textbooks that they use. Textbooks are adopted by teachers and school authorities, and the students have never had the opportunity to choose their own textbooks. Most students have read only the textbooks and supplementary readers required for their classes, and they have not read any English books of their own choosing. Ito, Shimizu & Honda (1986) reported that even college English majors read only 1.7 English books a year on average. College students do not generally seem to read much

English.

Recent college English textbooks are very thin (Yoshida et al., 1986; Kitao et al., 1987; Kitao et al., 1988). They have only 5,000-10,000 words, and most of them are on the low end of that range. Some publishers have even begun considering production of textbooks with fewer than 5,000 words. Considering the present situation, it is assumed that the amount of English that students are exposed to is rather limited and will continue to diminish. It is not surprising to find that insufficient English input has been negatively affecting the reading proficiency of students. Some students try to improve their reading ability by reading books in English outside the classroom. However, most of them become frustrated and give up, ironically, because of their poor English proficiency.

Individualized reading instruction programs have been developed even for elementary school students in the United States. With this type of instruction, students are allowed to choose books based on their ability, interests, motivation, etc. They read the first page or two of the book with the teacher, and if the readability is suitable, they continue to read (Shimatani et al., 1987).

Several hundred books graded by vocabulary level have been published in Britain and the United States. They include books written in easy English and famous stories and nonfiction rewritten in easy English. Readability of the books is determined by the vocabulary levels, length of the stories, length or complexity of the sentences, and previous knowledge required. However, vocabulary level influences readability most and is a reliable basis on which to determine readability, adopt textbooks, and choose books for instruction of reading outside of

the classroom (Hill & Thomas, 1988a & 1988b).

Graded readers are often used for independent reading outside of the classroom (e.g., Hatayama, 1985, 1987; Marumoto, 1986; Burger, 1986). Shanefield (1986) reported on the ESL book corner at Princeton Public Library which has provided English language learners with easy English books since 1972. She brought more than twenty graded readers each year and had accumulated more than 300 books in the ESL corner by 1986. One of the characteristics of the ESL corner is that graded readers are divided into four levels according to their vocabulary levels: elementary (300-999 words), low intermediate (1,000-1,800 words), high intermediate (2,000-2,999 words), and advanced (more than 3,000 words), and readers can easily find books which fit their English proficiency. The intermediate level is further divided into two levels, because many readers are at this level. She used an easy method to classify graded readers into four levels by using publishers' catalogues. This arrangement gave learners easy access to graded readers and encouraged them to read more than before. As a result, the learners' reading proficiency improved.

In order to put into practice Shanefield's idea of having students read English books by themselves and having instruction of independent reading outside of the classroom, the English as a Second Language (ESL) Corner was established in the Learned Memorial Library at Doshisha University, and about 220 graded readers based on the list compiled by Kitao & Shimatani (1988) were acquired. There were four levels of graded readers: elementary (70 books), low intermediate (70), high intermediate (35), and advanced (35). The levels of the books are determined according to their vocabulary level: elementary—less than 1,000

words; low intermediate--less than 2,000; high intermediate--less than 3,000; and advanced--3,000 and above, respectively. Students could read them in the library and also check out up to three books at a time. Two of the authors used individualized instruction for independent reading in nine English classes. We will discuss the results of eight classes, excluding one class for students who had failed. The results were analyzed and are presented below.

Trial of Individualized Instruction for Reading English Books

Since we have only forty clock hours for each English course, two of the authors experimented with independent reading outside of the classroom, using about 220 graded readers in the ESL Corner. This project was carried on from April to June 1988.

We offered an opportunity to read independently to six freshmen English classes (#1, 2, 4, 5, 6, and 8) and two sophomore English classes (7 and 9), 300 students in total. Since there were only 220 graded readers, we used different time periods so that the students could read whatever they were interested in. We used four weeks from the middle of April for classes 7 and 9, six weeks from the middle of April for class 8, and five weeks from the end of May for classes 1, 2, 4, 5, and 6, so that they could have more choice of what books to read.

In class, we distributed and discussed suggestions for reading graded readers (Appendix A) and strongly recommended that the students read the graded readers. We gave the students a list of all the graded readers that were available and copies of the report sheet (Appendix B). We offered extra points to the students for each book report that they submitted in six classes (Classes 1, 2, 4, 5, and 6), with the number of points, in some

cases, depending on the level of difficulty of the books read, as shown in Table 2. Students could read books and turn in report sheets to earn up to ten points. For example, if a student in Class 1 read an elementary-level reader, he/she would receive one extra credit point to be added to his/her final grade. (The maximum grade was 100 points.) Reading books from the ESL corner was assigned as required homework in three classes (Classes 7-9), and no extra points were offered. We had all the students who were present in the nine classes fill out a questionnaire (Appendix C) in the classroom at the end of June and the beginning of July.

In the handout "Pleasure Reading" (Appendix A), the students were introduced to the ESL Corner in the library and the graded readers and their four levels. It was emphasized that students should read whatever they were interested in reading and could read easily without a dictionary. We asked them to fill in a report sheet (Appendix B) for each book they read. The report sheet asked for the title, publisher, level, book size, number of pages, topic, characters, setting, amount of time spent reading the book, information about the content and level of difficulty of the language used in the book, and a summary and comments. In the questionnaire (Appendix C), we asked whether they had participated in this project (1), the reasons that they did or did not (2 & 3), the number of English books they had read before besides textbooks (4) and their comments on use of the ESL Corner (5 & 7), on the project (6), on extra points (8 & 9), on the best time to carry out this type of project (10), on the type of English books they want to read (11), and on the levels of books that they want to read (12).

Report sheets were filled out at home, and the questionnaire

in class. Students were required to write their names on all the report sheets and the questionnaires. All the answers except the summary and comments were analyzed by computer.

Analyses of Results

Table 1 shows the majors, years, and I.D. numbers of students enrolled in each class, the number of students who read books from the ESL Corner, and the number of report sheets and questionnaires collected.

Table 1: Subjects, Report, & Questionnaire

Major	Year	Enrollment	Reader	Report	Quest
1 (economics)	1	46	8	16	35
2 (economics)	1	45	7	21	41
4 (electrical engineering)	1	43	23	55	39
5 (sociology)	1	42	12	22	40
6 (electrical engineering)	1	42	19	39	38
7 (law)	2	39	35	35	35
8 (commerce)	1	46	46	51	46
9 (mixed)	2	12	11	11	11
		315	161	250	285

The total enrollment of the eight classes was 315, but because of dropping of the class or long-term absences, 300 students were involved in this project. Out of the 300 students, 161 read at least one book and turned in a report. Of the 207 students who were offered extra credit points, 69 students out of 207 did some reading. Of the 93 students who had reading as required homework, 92 students did the reading.

The students who did the reading in return for extra points turned in a total of 153 reports, an average of 2.2 per student and at most 10 reports. Eighty-seven students read one book for required homework, but five students in Class 8 read two books.

The levels of books read are shown in Table 2.

In addition, we collected 285 questionnaires. The reason we were able to collect so many was that all the students who attended the class on the day that the questionnaire was collected were requested to fill it out. All the students who were assigned reading as required homework filled out the questionnaires, and 193 out of th 207 students (about 93%) who were offered extra points filled out the questionnaire.

Results of the Report Sheets

All the students except one in Class 7 who were assigned required homework read either one or two books. Among the students who were given the opportunity to read books for extra points, 23 read at least one book in Class 4. This was the highest rate of participation among the students who were offered extra credit points. In Class 1, only 8 students participated and this was the lowest rate. The distribution shown in Table 2 indicates that many students read the elementary books, and that the opportunity to earn 2 points seemed to help motivate students to read books. Sixty-two percent of the students read a total of 155 elementary books. Analysis of the results by ANOVA did not indicate that the number of extra points was a significant factor in influencing students' choice the level of books. In other words, the students were reluctant to try more difficult levels, even though they were offered more extra credit points for them.

The distribution of the choice of levels for the students who read graded readers as assigned homework without extra credit and that of the students who were awarded extra points are similar. In the latter case, 40 students tried to earn 2 points, but only 2 tried for 3 points. There was some tendency for

students to read higher level books for two or more points, but the difference was not significant.

Table 2: Points Offered & Books Read in Each Class

class	condition	extra points (Ele.	LI	HI	Adv.)	no. of books read Ele.	LI	HI	Adv.	Total
1 (economics)	extra cr.	1	2	3	4	11	5	0	0	16
2 (economics)	extra cr.	1	1	1	1	9	8	3	1	21
4 (elec. engin.)	extra cr.	2	2	3	3	49	5	1	0	55
5 (sociology)	extra cr.	1	1	2	3	9	3	9	1	22
6 (elec. engin.)	extra cr.	1	2	2	3	18	21	0	0	39
total (classes 1-6)						96	42	13	2	153
						(62.7)	(27.5)	(8.5)	(1.3)	
total (classes 7-9)						59	27	9	2	97
grand total						155	69	22	4	250
						(62.0)	(27.6)	(8.8)	(1.6)	

( ) %

Sixty-two percent of the readers read elementary books and 28% read low-intermediate books, that is, 90% of all the books read were at the elementary and low-intermediate levels. Comments made by the students in response to the questionnaire revealed that the reason for this inclination in the choice of levels was that students did not have confidence in their ability to read through higher-level books. Therefore, they started with either elementary or low-intermediate books.

We analyzed the 250 reports according to the four levels of the books. The results of each question for each level are presented in Table 3.

Table 3: Results of Reports

	Elementary	Low Intermediate	High Intermediate	Advanced	Total
Time Required	1:40	5:47	6:50	4:50	3.19
Interest	4.15	4.90	5.00	4.25	4.44
Maturity	3.03	4.48	4.73	4.50	3.60
Usefulness	3.17	3.81	4.18	3.50	3.44
Satisfaction	3.90	4.54	4.91	4.50	4.18
Recommendable	4.00	4.41	4.32	4.50	4.15
Organization	3.79	4.56	4.64	5.00	4.09
Grammar	4.92	4.35	3.86	4.00	4.66
Vocabulary	4.85	4.28	3.55	4.50	4.57
English	4.94	4.25	3.68	3.75	4.62
Knowledge	4.54	4.09	3.91	4.75	4.36
Comprehension	4.90	4.34	3.86	4.00	4.64

The analysis showed a positive correlation between the levels of the books and the number of pages and between the level and amount of time students spent reading a book. As the level goes up, the average number of pages increases from 33 to 91, and the average for all the books across the four levels is 51 pages. More time was spent reading books of higher levels, with an average of one hour and forty minutes spent for the elementary books, but an average of six hours and fifty minutes for the high-intermediate books. The average for all the books was three hours and nineteen minutes. Though the time required for the advanced level was shorter than that for the high-intermediate level, only four students had read the advanced books and only two of them did it for higher extra credit points. These students must have had much confidence in their reading proficiency in English or a strong interest in reading. Advanced books were omitted from the following analyses across the levels, since these did not appear to be typical and there were only four students.

The rest of the questions analyzed here were done with a

six-point semantic differential. Differences among levels were analyzed using ANOVA with the levels of the books as the independent variable and number of pages, time required for reading, and the answers to the 11 questions as dependent variables.

For the question on interest, 6 on the scale indicated interesting and 1 indicated boring. The average score for all the books across all levels was 4.44, which means that students found the books, on average, interesting. The students found that the higher the level of the book, the more interesting it was.

The average score for maturity was 3.60 (with 1 being childish and 6 being not childish), indicating that students found the books only moderately mature. The students found that the higher the level, the more mature. However, the elementary level was rated 3.03, which was rather immature.

Similarly, students found higher level books generally more useful. The average score for the elementary level was 3.17, which was negative, and the average of all the books was 3.44, which was slightly negative.

The students found books satisfactory at all levels, and the higher the level, the more satisfactory they found the books. The students showed a strong willingness to recommend books to their friends.

Though the students responded that the elementary books were somewhat immature and not very useful, overall they found the books interesting, mature, useful, and satisfactory, and they expressed a willingness to recommend them to their friends. The higher the level, the more obvious these trends were, except for the question related to recommending the books, in which case,

the differences across the levels were not significant.

The higher the level of the books, the better organized the books were perceived to be. The total average score was 4.09, indicating that overall, the books were well organized. In addition, the higher the level, more difficult the grammar, vocabulary, and English as a whole were perceived to be. (Lower numbers indicate higher levels of difficulty.) However, total average scores for those three questions were above 4.5, indicating that overall students found the language in these books relatively easy. Differences among the levels in prior knowledge required were not significant (lower numbers indicate more prior knowledge required). The total average score was 4.36, indicating that a large amount of prior knowledge was not necessary for comprehending the books. The higher the level of books, the lower students perceived that their comprehension was. The average score for all books was 4.64, indicating that students, in general, seemed to feel that they could understand the books.

Except for questions about whether they would recommend the book to other students and whether prior knowledge was necessary for comprehension, differences among the levels were significant. That is, the students gave the higher level books better evaluations. Except for the maturity and usefulness of the elementary books, students responded positively. They responded that the language was more difficult for higher level books, but they still found the books easy enough to understand. The result was the same for comprehension. It was obvious that the higher the level, the more pages each book had and the more time students spent reading the book.

We ran regression with the number of pages as an independent

variable and the other variables as dependent variables. We found the results significant for all variables except for the amount of prior knowledge required for comprehension. This means that as the number of pages increased, the students judged that the time required, their interest, the maturity and usefulness of the material, the degree of satisfaction, recommendability, the degree of organization, the difficulty of grammar, vocabulary, and overall English, and comprehension also increased.

We also ran regression with time required for reading as an independent variable and other variables as dependent variables. We found significant results for all variables except usefulness. Thus, the level of the book, the number of pages, and time required for reading influenced students' perceptions of interest, maturity, satisfaction, organization, and difficulty of grammar, vocabulary, English, and comprehension. Perceptions of usefulness are influenced by the level of books and the number of pages. Willingness to recommend the book was influenced by the number of pages and time spent for reading. Requirements of prior knowledge is influenced by the number of pages and time.

Results of Questionnaire

Of the 285 students who turned in the questionnaires, 154 had read at least one book, and 128 had not. The reasons for having read or not having read books are summarized in Table 4.

Table 4: Reasons for Reading or Not Reading

Did not Read (128)	1st	2nd	Total	%	Read (157)	1st	2nd	Total	%
1. Busy	70	15	85	(34)	1. Mandatory	92	1	93	(42)
2. Not Mandatory	13	37	50	(20)	2. Want Extra Points	48	11	59	(27)
3. Uninteresting Books	14	23	37	(15)	3. Want Read English	7	15	22	(10)
					4. Friends are doing	3	14	17	(8)
4. Few Extra Points	11	23	34	(14)	5. Found Interesting Book(s)	5	12	17	(8)
5. Others	14	12	26	(10)	6. Others	1	5	6	(3)
6. Dislike English	6	13	19	(8)	7. Teacher's Recommendation	1	4	5	(2)

The most common reason the students gave for not having read any books was being too busy (34%), the second was that it was not required (20%), the third was that there were no interesting books and the fourth was that they could earn only a few extra points. Only 8% of the students responded that they did not read any books because they did not like English. The most common reason that they did read books was that it was required, the second was that they wanted extra points, and the third was that they wanted to read English books. For students who were offered extra points, earning extra points had a much stronger effect than any other reason. The teacher's strong recommendation influenced only 2% of the students.

We administered a t test comparing students who read books and those who did not. The results appear in Table 5.

Table 5: Comparison between Readers and Non-readers

	No. of Books Read Previously	No. of Books Saw in Library	Chance	No. of Books Want to Read	Extra Points	No. of Points
Non-readers (128)	3.02	3.28	3.09	2.24	4.09	12.3
Readers (157)	3.29	6.95	3.76	2.76	5.32	16.6

The results of the t tests show that there were significant differences between students who read and those who did not in

all comparisons except for the number of English books read previously. However, in discussions with the students, we found that some students included supplementary readers used in high school or English books they had used in preparatory schools in the "number of books read previously," and therefore, this result may not be accurate.

Students who had read at least one book looked at an average of almost seven books in the library, and students who had not read any books looked at an average of 3.28 books. At minimum, this project gave the students a chance to be exposed to graded readers. The responses to the questionnaires indicated that the students were glad to have had this opportunity to read graded readers. They could not find enough books that they were interested in. They wanted very much to earn extra points for this project. The students who had read wanted more extra points (5.32) than the students who had not (4.09). Both groups wanted more than ten points for this project.

The students felt that the best time to carry out this type of project would be during vacations (49%). Ninety-four percent of the students responded that they would like to read English books sometime. The students were most interested in mysteries and adventures, and then in novels. They wanted to read low-intermediate books most, then elementary, high intermediate and advanced, in that order. Only 16 students responded that they would not want to read any English books at any level.

Students' first, second, and third choices of books to read are summarized in Table 6.

Table 6: Books Students Want to Read

Books	1st	2nd	3rd	Total	%
1. mystery/adventure	100	43	40	183	(24)
2. novels	68	55	51	174	(23)
3. romance	11	32	26	69	(9)
4. travel	13	30	25	68	(9)
5. science fiction	13	30	20	63	(8)
6. science	17	22	24	63	(8)
7. foreign culture	21	18	21	60	(8)
8. drama, poetry	8	17	27	52	(7)
9. no preference	14	1	3	18	(2)

In total, mysteries and adventures (24%) and novels (23%) received the highest ratings. The rest are almost the same, but drama and poetry were the lowest. This result corresponds with the survey at another university, which showed high interest in mysteries and novels and low interest in poetry (Ito, Shimizu & Honda, 1986). There may be similar tendencies in college students' preference for books. According to the survey by Ito, Shimizu and Honda, other categories students liked were sports, books which give useful information, and, especially among female students, books on cooking and embroidery.

The students wanted to read low-intermediate books most (47%), elementary books (27%) next, then high-intermediate books (17%) and advanced books (4%). Only sixteen students (6%) responded that they did not want to read any books of any level.

Discussion and Recommendations for Future Research

Many students have a desire to read English books. This project lasted only four to six weeks, but one third of the students who were offered the opportunity to read books for extra credit points participated in the project. The students read a maximum of 10 books and 2.2 books on average. Of the students who were required to read one book as a homework assignment, five

of them surprisingly read an extra book.

Whether the project was required as homework or done for extra points, 60% of the students read books at the elementary level (less than 1,000 words) and 27% read books of the low-intermediate level (less than 2,000 words). It appears that the students felt confident enough to read books only at these levels, perhaps because they did not have much experience reading English. Less than 10% of the students read high-intermediate books and 1-2% read advanced books.

Giving extra points helped motivate students to read English books. We offered a maximum of ten points, but the students who read books wanted an average of 16 points. The opportunity to earn two points seemed to help motivate them. It was effective to give two points for each book they read. Since more than 70% of the students wanted to read only elementary and low-intermediate books, we need to offer something besides extra points to encourage them to read high-intermediate and advanced books. Interestingly, fewer students wanted to read elementary books. Since the elementary books did not appear to satisfy students, it would be better to recommend at least low-intermediate books to college-level students.

Of the students who did not read any books, the most frequently expressed reason was that they were too busy. Therefore, it would be better to assign a project like this during vacations or at least to give the opportunity over a longer period of time.

Clarke and Silberstein (1987) argue that prior knowledge and interest precede the difficulty level of language. In other words, interest in the topic or prior knowledge about it are often more important to comprehension than the difficulty of the

language. Therefore, it is important to increase the number of books and the variety of topics available to students so that all students can find books that are of interest to them or books in fields that they are familiar with. Even the students who did not read any books looked at an average of three books in the library. It is unfortunate that they could not find any books they were interested in. Since the students expressed an interest in mysteries, adventures and novels, we should increase the number of books in these categories. The levels were determined by the vocabulary, but books at the higher levels also have more pages so that students had to spend more time reading them. Vocabulary, number of pages, and time required to read the book influenced students' perceptions of the books. The students felt that books of higher levels, books with more pages, and books that required more time to read were more interesting, more mature, more useful, more satisfactory, and more likely to be recommended. Books of higher levels were judged to be better organized, to have more difficult vocabulary, grammar and English in general, and to require more prior knowledge and to be less comprehensible. As a whole, the students thought that graded readers up to the low-intermediate level were easy enough to read.

It is useful to teach reading using graded readers. For teachers considering similar projects, the analysis of twelve series of graded readers by Hill and Thomas (1988a & 1988b) and the manual for graded readers including cassette tapes by Livingstone et al. (1987) are very good references.

As we have discussed, offering students an opportunity to read graded readers independently seems to be effective for improving their reading proficiency, and many students are

interested in reading English books. If the opportunity were offered during the summer or winter vacations, more students would participate in it. One aspect of such a project that teachers need to be concerned about is how to motivate their students to participate in it.

Note

This paper is a revised version of a paper delivered at the 14th Annual Conference of the Federation of English Language Education Societies of Japan, Kyoto, August, 1988.

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APPENDIX A

Pleasure Reading

It is fun to read English books. You will obtain information that you might not be able to get from Japanese books. You will find that some of the books which you may have read in their Japanese translations sound different and are sometimes more interesting than in their translated versions.

How many English books have you read since you started studying English several years ago? What! Not even one! Well, maybe that's not surprising. You may have been too busy studying to get good grades and pass college entrance exams. Now you have more free time. Why don't you read English books?

Some of you may have tried to read English books but may have given up. Some books are very difficult. There are many English books in our library, and you can try to read them if you have the confidence.

Even if you do not have the confidence to read the English books in the library, you can enjoy reading English books. There is "English as a Second Language Corner" in the section of English books in our library. There are several shelves and about 600 books of various types. They include mysteries, biographies, classics, science fiction, plays, nonfiction, and adventure. They are divided into four levels according to the level of their vocabulary. The easiest level is elementary (E), which uses only 300-1,000 words. The second is low intermediate (LI), at

the 1,000-2,000 word level. The third is high intermediate (HI), which has 2,000-3,000 words. The highest level, advanced (A) has 3,000-7,000 words. Even the books of the advanced level are much easier than ordinary English books.

If you decide to read some of these books, it is a good idea to read something you are interested in, the kind of book you might ordinarily read in Japanese. For example, if you like to read Sherlock Holmes in Japanese translation, try reading one of his books in English. Read the first couple of pages and find out if it is the right level for you. If it is too difficult, try something easier. The four levels will help you to decide which books to read.

After you choose a book, the most important thing is that you enjoy reading it. Just try to understand the plot. Even if you find some words you do not understand, don't use a dictionary immediately. Guess the meaning from the context. It is not important to understand everything written in the book. It is more important that you enjoy reading and understand the overall ideas. If you try reading several books, you will improve your reading comprehension.

APPENDIX B

Book Report

Class_____ Student #_____ Name_____

Title_____/_____

Publisher_____ Publication Year_____

Level_____ Size_____x_____ # of Pages_____

Topic_____

Main characters_____

_____

Minor characters_____

_____

Time period of the story_____

Location of the story_____

Time Required to Finish _____ hours _____ minutes

Boring	1 2 3 4 5 6	Interesting
Childish	1 2 3 4 5 6	Not Childish
Useless	1 2 3 4 5 6	Useful
Unsatisfactory	1 2 3 4 5 6	Satisfactory
Not recommended	1 2 3 4 5 6	Recommended
Organization	Poor 1 2 3 4 5 6	Good
Grammar	Difficult 1 2 3 4 5 6	Easy
Vocabulary	Difficult 1 2 3 4 5 6	Easy
English (as a whole)	Difficult 1 2 3 4 5 6	Easy
Prior knowledge assumed	Much 1 2 3 4 5 6	Little
Comprehension (content)	Difficult 1 2 3 4 5 6	Easy

Summary _____

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Comments _____

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APPENDIX C

ESL Reading Project Questionnaire

Class _____ Student # _____ Name _____

1. Did you take part in this project?

   a. No b. Yes

2. If not, why not? Indicate first and second reason.

   ___ a. I was too busy.

   ___ b. I do not like English that much.

   ___ c. I could not find books I am interested in.

   ___ d. Extra credit was too little for the work.

   ___ e. It was not required.

   ___ f. other ( )

3. If so, why?

   ___ a. It was required.

   ___ b. I wanted to read something in English.

   ___ c. I wanted to get extra points.

   ___ d. My friends were doing it.

   ___ e. I found an interesting book.

   ___ f. My teacher strongly recommended it.

   ___ g. other ( )

4. Besides textbooks, how many English books have you read through (including the ones for this project)?

   0 1 2 3 4 5 6 7 8 9 10 more

5. How many books in the ESL Corner did you look at?

   0 1 2 3 4 5 6 7 8 9 10 11 12 13 more

6. Were you happy to have a chance to read an English book?

   No 1 2 3 4 5 6 Yes

7. Were there enough books available?

   No 1 2 3 4 5 6 Yes

8. Would you like to get extra points for this type of project?

   No 1 2 3 4 5 6 Yes

9. If so, how many points out of 100 final points are adequate for the work?

   0 1 2 3 4 5 6 7 more ( )

10. When would you like to read English books?

   a. never
   b. during vacation
   c. during the school year
   d. in classes
   e. any time

11. What types of English books would you like to read? Choose the first, second and third.

   ___ a. none
   ___ b. science fiction
   ___ c. science (non-fiction)
   ___ d. novels
   ___ e. mystery/adventure
   ___ f. romance
   ___ g. drama, poetry
   ___ h. travel
   ___ i. foreign culture (countries)
   ___ j. other ( )

12. Which level of English books would you like to read most?

   a. none
   b. elementary (-1000 words)
   c. low intermediate (1000-1800 words)
   d. high intermediate (2000-3000)
   e. advanced (3000- words)

13. Comments_____

APPENDIX D

English as a Second Language

Graded Readers

Elementary (- 999 words)

Low Intermediate (1,000-1,999words)

High Intermediate (2,000-2,999 words)

Advanced (3,000- words)

Elementary Level (-999 words)

	Title	Author	Publisher	Vocabulary
1001	A Doctor's Day	Border, R.	CBS	350
1002	A King's Love Story	Gripwell, K.R.	William Collins	500
1003	A Radio Station	Goodman-Stephens, P. & B.	CBS	350
1004	Adventures of Sindbad the Sailor		Longman	500
1005	Aladin and Ali Baba		OUP	750
1006	Alice in Wonderland	Carroll, L.	Longman	500
1007	Anna and the Fighter	Laird, E.	Heinemann	600
1008	April Fool's Day	Alexander, L.G.	Longman	500
1009	Assassins	Taylor, D.	CBS	700
1010	Black Beauty	Sewell, A.	Longman	500
1011	Blue Jeans	Axbey, S.	Longman	500
1012	British Food	West, C.	CBS	700
1013	Buffalo Hill		OUP	750
1014	Cambridge	Carter, R.	Longman	500
1015	Catman in London		Macmillan	450
1016	Charles and Diana	Morris, M.	William Collins	500
1017	Christopher Columbus		OUP	750
1018	Crocodile!	Gropwell, K.R.	William Collins	300
1019	Customs and Traditions in Britain	Rabley, S.	Longman	500
1020	Dance	Johnston, L.	Longman	750
1021	Dangerous Earth	Homeshaw, J.	William Collins	500
1022	Dangerous Game	Harris, W. & Alexander, L.G.	Longman	750
1023	Dangerous Journey	Cox, A.	Heinemann	600
1024	Dead in the Morning	Homeshaw, J.	William Collins	300
1025	Dear Jan--Love Ruth	McIver, N.	Heinemann	600
1026	Death of a Soldier	Prowse, P.	Heinemann	600
1027	Don Quixote		OUP	750
1028	Fast Food	Jones, L.	Longman	500
1029	Fast Money	Gropwell, K.R.	William Collins	300
1030	Foul Play	Alexander, L.G.	Longman	500
1031	Four Short Stories	Morris, M., ed.	William Collins	300
1032	Funny Stories		OUP	750
1033	Gandhi	Dyrne, D.	Longman	750
1034	Gandhi--His Life was the Message	Byrne, D.	Eichosha Shinsha	750
1035	Garry's First Season	Mclean, A.C.	Longman	300
1036	Girl Against the Jungle	Vincent, M.	Longman	500
1037	Good Morning, Mexico!	Doclems, C.	Longman	750
1038	Great British Ghosts	McIver, N.	Longman	750
1039	Great Mysteries	Christie, A.	CBS	700
1040	Gulliver's Travels	Swift, J.	Longman	850
1041	Gulliver's Travels		OUP	750
1042	Gulliver's Travels		OUP	750
1043	Have You Got Your Ticket?	Serraillier, I.	Longman	500
1044	Heidi		OUP	750
1045	Hercules		OUP	750
1046	Illusions	Haines, S.	CBS	350

	Title	Author	Publisher	Vocabulary
1047	Inspector Holt and the Chinese Necklace	Tully, J.	William Collins	300
1048	Inspector Holt and the Fur Van	Tully, J.	William Collins	300
1049	Inspector Holt: Cats in the Dark	Tully, J.	William Collins	300
1050	Inspector Holt Gets His Man	Tully, J.	William Collins	500
1051	Inspector Holt: The Bridge	Tully, J.	William Collins	500
1052	Inspector Holt: Where is Bill Ojo?	Tully, J.	William Collins	300
1053	Inventions	Border, R.	CBS	700
1054	It's Trick!	Jones, L.	William Collins	300
1055	Japanese Red and Other Stories		Longman	500
1056	Jaws 2		Longman	300
1057	K's First Case	Alexander, L.G.	Longman	500
1058	Kate and Clock	Dunkling, L.	Longman	300
1059	King Arthur and His Knights		OUP	750
1060	Letters from the Dead	Homeshaw, J.	William Collins	300
1061	Lisa in London	Victor, P.	Longman	300
1062	London	Dunkling, L.	Longman	300
1063	Love is a Gimmick	Gallico, P.	Longman	750
1064	Madame Tussaud's	Jones, L.	William Collins	500
1065	Man of Everest		OUP	900
1066	Marco	Esplen, M.	Heinemann	600
1067	Marco Polo		OUP	750
1068	Mary Poppins		OUP	900
1069	Mike's Lucky Day	Dunkling, L.	Longman	300
1070	Money for a Motorbike	Milne, J.	Heinemann	600
1071	More Funny Stories		OUP	750
1072	Mr. Punch	Alexander, L.G.	Longman	300
1073	Muhammad Ali	Milton, P.	CBS	350
1074	Muhammad Ali: King of the Ring	Tully, J.	William Collins	500
1075	New York! New York!	Freebairn, I.	Longman	750
0076	Newspaper Boy	Escott, J.	Heinemann	600
1077	North Sea Oil	Lawson, C.	CBS	350
1078	Oliver Twist	Dickens, C.	William Collins	500
1079	Operation Mastermind	Alexander, L.G.	Longman	750
1080	Oxford	Adrian-Vallance, D.	Longman	500
1081	Parliament	Carrier, M.	CBS	350
1082	Peter Pan		OUP	900
1083	Pop Festival	Serraillier, I.	CBS	500
1084	Prof. Boffin's Umbrella	Alexander, L.G.	Longman	500
1085	Rich Man, Poor Man	Jupp, T.C.	Heinemann	600
1086	Rip van Winkle & Another Story	Irving, W.	Eichosha Shinsha	850
1087	Robin Hood		OUP	750
1088	Rollercoaster		Longman	300
1089	Round the World in Eighty Days	Verne, J.	Longman	750
1090	Scotland	Hill, D.	Longman	500
1091	Secret Garden	Burnett, F.H.	Longman	850
1092	Seven One-Act Plays	Bryne, D.	Longman	750
1093	Sherlock Holmes and the Dancing Men	Doyle, A.C.	Longman	750

	Title	Author	Publisher	Vocabulary
1094	Smuggler's Island		OUP	750
1095	Star Wars		Longman	500
1096	Stories from Lafcadio Hearn		OUP	900
1097	Superace	Abbs, B. & Freebairn, I.	Longman	500
1098	Survive and the Savage Sea	Robertson, D. & Doyle, A.C.	Longman	750
1099	Tales from Hans Andersen		Longman	500
1100	Taxi!	Homeshaw, J.	William Collins	300
1101	Tennis	Slater, S.	CBS	700
1102	The Battle of Newton Road	Dunkling, L.	Longman	300
1103	The Black Rock		Macmillan	450
1104	The Bottle Imp	Stevenson, R.L.	Asahi Press	600
1105	The British Royal Family	Haines, S. & V.	CBS	350
1106	The Canterville Ghost	Wilde, O.	William Collins	500
1107	The Charlie Chaplin Story	Homeshaw, J.	William Collins	500
1108	The Face on the Screen	Victor, P.	Longman	500
1109	The Garden	Laird, E.	Heinemann	600
1110	The Greek Heroes	West, M.	Longman	850
1111	The Happy Prince and Other Stories		OUP	600
1112	The House of the Seven Gables	Hawthorne, N.	Regents	750
1113	The House on the Hill	Laird, E.	Heinemann	600
1114	The Life Story of Moominpappa		OUP	900
1115	The Long Tunnel	Milne, J.	Heinemann	600
1116	The Lost Love	Carew, J.	Longman	500
1117	The Magic Garden	Gripwell, K.R.	William Collins	500
1118	The Magic Slippers	Milne, B.L.	Longman	850
1119	The Munich Connection	Cooper, P.	Longman	750
1120	The Music Line and Other Stories	Methold, K.	Longman	500
1121	The Mystery of Loch Ness Monster	Dunkling, L.	Longman	300
1122	The Pathfinders	Homeshaw, J.	William Collins	300
1123	The Poseidon Adventure		Longman	300
1124	The Prince and the Pauper	Twain, M.	Longman	850
1125	The Prince and the Poor Boy	Twain, M.	William Collins	500
1126	The Sheriff	O'Neil	Longman	300
1127	The Sherlock Holmes Adventures	Doyle, A.C.	William Collins	500
1128	The Silver Streak		Longman	500
1129	The Sky's the Limit	Whitney, N.	Heinemann	600
1130	The Space Race	Arthur, J.	CBS	700
1131	The Speckled Band	Doyle, A.C.	Asahi Press	600
1132	The Spy and Other Stories	Victor, P.	Longman	750
1133	The Story of Macbeth	Shakespeare, W.	William Collins	300
1134	The Story of Scotland Yard	Jones, L.	William Collins	500
1135	The Story of the World	Capel, W.	Heinemann	600
1136	The Thirty-Nine Steps		Longman	300
1137	The Titanic is Sinking	Gripwell, K.R.	William Collins	500
1138	The Truth Machine	Whitney, N.	Heinemann	600
1139	The Wind in the Willows	Grahame, K.	Longman	850
1140	The Wonderful Wizard of Oz		OUP	600
1141	The World Cup	Dean, M.	CBS	350

	Title	Author	Publisher	Vocabulary
1142	The Wrestler	Gripwell, K.R.	William Collins	500
1143	This is London	Prowse, P.	Heinemann	600
1144	This is New York	Pennink, B.	Heinemann	600
1145	This is San Francisco	Pennink, B.	Heinemann	600
1146	This is Washington	Pennink, B.	Heinemann	600
1147	Tin Lizzie	Homeshaw, J.	William Collins	300
1148	Two Roman Stories: Julius Caesar & Antony and Cleopatra		William Collins	500
1149	Winning and Losing	Jupp, T.C.	Heinemann	600
1150	Worth a Fortune	Alexander, L.G.	Longman	500
1151	Wuthering Heights	Bronte, E.	Longman	500

Low Intermediate Level (1,000-1,999 words)

	Title	Author	Publisher	Vocabulary
2001	A Christmas Carol	Dickens, C.	Longman	1800
2002	A Christmas Carol	Dickens, C.	William Collins	1500
2003	A Journey Through Japan		Macmillan	1850
2004	A Man from Glasgow and Mackintosh	Maugham, S.	Heinemann	1600
2005	A River Run Out of Eden	Marshall, J.V.	Heinemann	1100
2006	A Scandal in Bohemia	Doyle, A.C.	Longman	1100
2007	A Scandal in Bohemia & Other Stories	Doyle, A.C.	Eichosha Shinsa	1100
2008	A Taste of Britain	Smerdon, S. & Harvey, M.	Longman	1100
2009	A Town Like Alice	Shute, N.	Heinemann	1600
2010	A Woman's Place?	Vincent, M.	Longman	1100
2011	...And now Miguel	Krumgold, J.	Yohan	
2012	Adventures of Sherlock Holmes		OUP	1500
2013	Airport International	Moynahan, B.	William Collins	1500
2014	Airports	Church, S.	CBS	1050
2015	Alice's Adventures in Wonderland		Macmillan	1150
2016	Alive		OUP	1500
2017	Alone on the Atlantic	Vincent, M.	Heinemann	1600
2018	An American Tagedy	Dreiser, T.	William Collins	1000
2019	Andersen's Fairy Tales	Andersen, H.C.	Yohan	
2020	Around the World in Eighty Days		OUP	1000
2021	Best Short Stories of O. Henry		Yohan	1000
2022	Big Business in the World	Wymer, N.	Eichosha Shinsha	1200
2023	Billy Budd	Melville, H.	Yohan	1000
2024	Black Boy	Wright, R.	Asahi Press	1100
2025	Born Free	Adamson, J.	William Collins	1000
2026	Braindox and Bull	Kenyon, M.	William Collins	1000
2027	Brave New World	Huxley, A.	Longman	1800
2028	Breakfast at Tiffany's		OUP	1500
2029	Bristol Murder	Prowse, P.	Heinemann	1600
2030	British Theatre	King, J.	CBS	1750
2031	Captain Singleton	Defoe, D.	Asahi Press	1100
2032	Cinema	Carrier, M. & Evans, C.	CBS	1750
2033	Cinema Stunts	Gripwell, K.R.	William Collins	1000
2034	Claws	London, J.	Heinemann	1100
2035	Climb a Lonely Hill	Norman, L.	William Collins	1000
2036	Computers	Jones, L.	Longman	1100
2037	Custer's Gold	Ulyott, K.	William Collins	1000
2038	Daddy Long Legs		OUP	1500
2039	David Copperfield		OUP	1000
2040	David Copperfield	Dickens, C.	William Collins	1000
2041	Death be not Proud	Gunthur, J.	Yohan	1000
2042	Don't Tell me What to Do	Hardcastle, M.	Heinemann	1100
2043	Dr. Jekyll and Mr. Hyde	Stevenson, R.L.	Asahi Press	1800
2044	Dr. Jekyll and Mr. Hyde	Stevenson, R.L.	William Collins	1500
2045	Dracula	Stoker, B.	Longman	1200
2046	Dracula	Stoker, B.	Heinemann	1600
2047	Edgar Allan Poe: Storyteller	Poe, E.A.	Yohan	

	Title	Author	Publisher	Vocabulary
2048	Elephant Walk	Standish, R.	Heinemann	1600
2049	Emil and the Detectives	Kastner, E.	Longman	1200
2050	Emma		OUP	1400
2051	Emma and I	Hocken, S.	William Collins	1000
2052	Energy	Bell, T.	CBS	1400
2053	Exploring our Past		Macmillan	1850
2054	Exploring our World		Macmillan	1850
2055	Exploring Space		Macmillan	1850
2056	Far from the Madding Crowd		OUP	1500
2057	Five Ghost Stories	Huggins, V., ed.	William Collins	1000
2058	Five Great Plays of Shakespeare		Longman	1500
2059	Fixation		OUP	1000
2060	Fleet Street	Carrier, M. & Hall, Y.	CBS	1400
2061	Football	Dean, M.	CBS	1050
2062	Football	Scott-Forbes, D.	Heinemann	1600
2063	Footprints in the Jungle and Two Other Stories	Maugham, S.	Heinemann 1975	1600
2064	Frankenstein	Shelley, M.	Longman	1200
2065	Frankenstein	Shelley, M.	Heinemann	1100
2066	From Russia with Love		OUP	1000
2067	Going it Alone		Macmillan	1850
2068	Great Disasters		Macmillan	1850
2069	Great Expectations		OUP	1000
2070	Great Expectations		OUP	1500
2071	Guess What?		Macmillan	1150
2072	Gunshot Grand Prix	Rutherford, D.	William Collins	1000
2073	He Cannot Really Read		OUP	1000
2074	High Stakes		OUP	1000
2075	Hijacked		OUP	1000
2076	How to be a Journalist	Stein, M.L.	Yohan	1000
2077	Huckleberry Finn	Twain, M.	William Collins	1500
2078	I, Robot		OUP	1000
2079	I'm the King of the Castle	Hill, S.	Heinemann	1600
2080	In the Frame		OUP	1000
2081	Introducing Britain		Macmillan	1500
2082	Islam	Quinlivan, V.	CBS	1400
2083	Jane Eyre		OUP	1500
2084	Jane Eyre	Bronte, C.	Longman	1500
2085	Jane Eyre		OUP	1000
2086	Jane Eyre	Bronte, C.	William Collins	1500
2087	Joseph Pulitzer: Front Page Pioneer	Noble, I.	Yohan	1000
2088	Kidnapped		OUP	1000
2089	King Solomon's Mines	Haggard, H.R.	William Collins	1500
2090	Landslide	Bagley, D.	William Collins	1500
2091	Life with Father	Day, C.	Eichosha Shinsha	1000
2092	Life with Father	Day, C.	Yohan	
2093	Little Women		OUP	1500
2094	Little Women	Alcott, L.M.	Longman	1500

	Title	Author	Publisher	Vocabulary
2095	Little Women		OUP	1000
2096	Little Women		OUP	1400
2097	Love for Lydia		OUP	1500
2098	Love Story		OUP	1500
2099	Love Story	Henry, O.	OUP	1500
2100	Love Story	Segal, E.	OUP	1500
2101	Madeleine	Roberts, C.	Heinemann	1100
2102	Maimunah	Hill, D.	William Collins	1000
2103	Me, Myself and I	Jones, L.	Longman	1100
2104	Meet Me in Istanbul	Chisholm, R.	Heinemann	1600
2105	Men and History	Dixon, R. & Fox, H.	Regents	1600
2106	Men and Machines	Burlingame, R.	Yohan	
2107	Moby Dick	Melville, H.	Regents	1000
2108	Modern Short Stories	Thornley, G.C.	Longman	1500
2109	Moonraker		OUP	1000
2110	More than a Game		Macmillan	1500
2111	Motor Racing	Price, R.	CBS	1050
2112	Murders in the Rue Morgue and the Gold Bug	Poe, E. A.	Regents	1200
2113	My Cousin Rachel	Maurier, D.D.	Heinemann	1600
2114	My Name is Aram	Saroyan, W.	Yohan	1000
2115	My Name is Aram	Saroyan W.	Yohan	
2116	Nothing is the Number When You Die	Fleming, J.	William Collins	1500
2117	O. Henry's American Scenes		Yohan	1000
2118	Old Mali and the Boy	Sherman, D.R.	Heinemann	1600
2119	Oliver Twist		OUP	1500
2120	On the Beach	Shute, N.	Longman	1500
2121	Oxford and Cambridge	Tarner, M.	Heinemann	1100
2122	Pride and Prejudice	Austen, J.	William Collins	1500
2123	Princess Moonlight		Macmillan	1850
2124	Quiet as a Nun		OUP	1000
2125	Road to Nowhere	Milne, J.	Heinemann	1100
2126	Robinson Crusoe	Defoe, D.	Longman	1200
2127	Robinson Crusoe		OUP	1000
2128	Robinson Crusoe		OUP	1500
2129	Rock Music	Carrier, M. & Pacione, A.	CBS	1050
2130	Scottish Adventure	Chisholm, R.	Heinemann	1600
2131	Selected Stories by Saroyan		OUP	1200
2132	Seven Detective Stories		Longman	1800
2133	Shane	Schaefer, J.	Yohan	1000
2134	Shane	Schaefer, J.	Heinemann	1600
2135	Sherlock Holmes Stories		OUP	1000
2136	Short Stories of Crime and Detection	Maugham, W.S. & others	Eichosha Shinsha	1800
2137	Silver Blaze and Other Stories	Doyle, A.C.	Heinemann	1100
2138	Six American Stories	Vymer, N., ed.	William Collins	1000
2139	Six Tales of Fear	Poe, E.A.	Yohan	1000
2140	Social Class in Brotaom	Merriweather, K.	CBS	1750

	Title	Author	Publisher	Vocabulary
2141	Star for a Day	Prowse, P.	Heinemann	1100
2142	Stories from Shakespeare	Heaton, J.B. & West, M.	Eichosha Shinsha	1000
2143	Stories from Shakespeare		Longman	1200
2144	Stories of Mystery and Imagination	Poe, E.A.	Longman	1500
2145	Strange Stories	Robinson, P.	CBS	1400
2146	Summer Lightning		OUP	1500
2147	Surprises of Nature	West, C.	CBS	1400
2148	Tales from the Arabian Nights		OUP	1400
2149	Tales of Goha	Caplan, L.	Heinemann	1600
2150	Tales of Horror	Stoker, B.	Heinemann	1100
2151	Teacher of Light	Waite, H.E.	Yohan	
2152	Tess of the D'Urbervilles		OUP	1500
2153	The Adventures of Tom Sawyer	Twain, M.	Longman	1500
2154	The Adventures of Tom Sawyer	Twain, M.	Yohan	
2155	The African Child	Laye, C.	William Collins	1500
2156	The Best Sherlock Holmes Stories	Doyle, A.C.	Eichosha Shinsha	1100
2157	The Big Sleep		OUP	1000
2158	The Black Case		OUP	1000
2159	The Black Cat	Milne, J.	Heinemann	1100
2160	The Book of British Humor		Longman	1100
2161	The British Royal Family	Collins, A.	Heinemann	1100
2162	The Call of the Wild	London, J.	Asahi Press	1800
2163	The Children of the New Forest	Marryat, C.	Longman	1200
2164	The City	Colley, J.	CBS	1050
2165	The Cleverest Person in the World	Whitney, N.	Heinemann	1100
2166	The Common Market	Haines, S.	CBS	1050
2167	The Count of Monte Cristo	Dumas, A.	Longman	1500
2168	The Diary of Anne Frank		OUP	1200
2169	The Eye of the Tiger	Smith, W.	Heinemann	1600
2170	The Forger	O'Neill, R.	Longman	1100
2171	The Goalkeeper's Revenge	Maughton, B.	Heinemann	1100
2172	The Great Gatsby	Fitzgerald, S.	Heinemann	1600
2173	The Hairless Mexican and the Traitor	Maugham, S.	Heinemann	1600
2174	The Happy Prince and other Stories	Wilde, O.	Yohan	
2175	The Happy Prince		OUP	1000
2176	The Hoosier Schoolmaster	Eggleston, E.	Regents	1800
2177	The House of Seven Gables	Hawthorne, N.	Yohan	1000
2278	The Human Comedy	Saroyan, W.	Eichosha Shinsha	1000
2179	The Human Comedy	Saroyan, W.	Yohan	
2180	The Kennedys	Haines, S. & Haines, V.	CBS	1050
2181	The Lady Vanishes		OUP	1000
2182	The Land and the People	Dixon, R.	Regents	1200
2183	The Lovely Dady and Other Stories	Lawrence, D.H.	William Collins	1500
2184	The Man Who Fell to Earth		OUP	1050
2185	The Man with No Name	Davies, E. & Town, P.	Heinemann	1100
2186	The Mayor of Casterbridge		OUP	1500
2187	The Moon is Down	Steinbeck, J.	Heinemann	1600

	Title	Author	Publisher	Vocabulary
2188	The Outcasts of Poker Flat, the Luck of Roaring Camp and Other Stories	Harte, B.	Regents	1600
2189	The Pathfinder	Cooper, J.F.	Regents	1400
2190	The Peacemakers	Forbes, D.	Heinemann	1600
2191	The Pearl	Steinbeck, J.	Asahi Press	1800
2192	The Pearl	Steinbeck, J.	Heinemann	1600
2193	The Pop Industry	Carrier, M.	CBS	1750
2194	The Promise	Buccleuch, S.	Heinemann	1100
2195	The Razor's Edge	Maugham, S.	Heinemann	1600
2196	The Red Pony	Steinbeck, J.	Heinemann	1100
2197	The Return of Sherlock Holmes	Doyle, A.C.	Longman	1200
2198	The Return of Sherlock Holmes	Doyle, A.C.	Eichosha Shinsha	1200
2199	The Rose of Tibet		OUP	1000
2200	The Sign of Four	Doyle, A.C.	Heinemann	1600
2201	The Smuggler	Plowright, P.	Heinemann	1600
2202	The Snow Goose	Gallico, P.	Longman	1200
2203	The Sound of Music		OUP	1500
2204	The Space Invaders	Matthews, G.	Heinemann	1600
2205	The Speckled Band and Other Stories	Doyle, A.C.	Heinemann	1600
2206	The Story of Frankenstein		Macmillan	1500
2207	The Stranger	Whitney, N.	Heinemann	1100
2208	The Supernatural	King, J.	CBS	1500
2209	The Runaways	Canning, V.	Heinemann	1100
2210	The Third Man	Greene, G.	Asahi Press	1800
2211	The Thirty-Nine Steps	Buchan, J.	Longman	1100
2212	The Two Million Dollar Loan	Pearson, C.	Heinemann	1600
2213	The Verger and Other Stories	Maugham, S.	Heinemann	1100
2214	The Walker After Death	Ellis-Jones, B.	Heinemann	1600
2215	The Wizard of Oz	Baum, L.F.	Yohan	
2216	The Woman Who Disappeared	Prowse, P.	Heinemann	1600
2217	The World in Winter		OUP	1000
2218	The Young Hunter	Murphy, R.	Yohan	1000
2219	The Young King and Other Stories	Wilde, O.	Longman	1200
2220	The Queen of Death	Milne, J.	Heinemann	1600
2221	The Olympics	Alvey, A.	CBS	1400
2222	The Osterman Weekend		OUP	1000
2223	The Poseidon Adventure		OUP	1000
2224	The Secret Sharer and Other Sea Stories	Conrad, J.	William Collins	1500
2225	The Valentine Generation	Wain, J. et al	Longman	1500
2226	The White South	Innes, H.	William Collins	1500
2227	They Dared to Do It		Macmillan	1850
2228	Things Fall Apart	Achebe, C.	Heinemann	1600
2229	Three Adventures of Sherlock Holmes	Doyle, A.C.	Longman	1500
2230	Three Adventures of Sherlock Holmes	Doyle, A.C.	Eichosha Shinsha	1500
2231	Three English Kings	Shakespeare, W.	William Collins	1000
2232	Three Fantastic Love Stories	Dickens, C. et al	Asahi Press	1500

	Title	Author	Publisher	Vocabulary
2233	Three Men in a Boat	Jerome, J.K.	Asahi Press	1100
2234	Tiger!	Sankhala, K.	William Collins	1500
2235	To Catch a Thief		OUP	1000
2236	Tom Sawyer	Twain, M.	Asahi Press	1100
2237	Tomorrow's World	Riche, C.	CBS	1050
2238	Treasure Island	Stevenson, R.L.	Asahi Press	1800
2239	Treasure Island		OUP	1000
2240	Treasure Island		OUP	1400
2241	True or Not	Thornley, G.C.	Eichosha Shinsha	1500
2242	Upstairs, Downstairs		OUP	1500
2243	Visiting the USA	Lainer, A.R.	Yohan	1000
2244	Walkabout	Marshall, V.	Heinemann	1600
2245	William Shakespeare	Barnaby, D.	CBS	1400
2246	World Topics Reading (I)	Lewis, R.	Eichosha Shinsha	1000
2247	World Topics Reading (II)	Lewis, R.	Eichosha Shinsha	1500
2248	Wuthering Heights		OUP	1500
2249	You Only Live Twice		OUP	1000
2250	Your Choice?	Williams, A.	Longman	1500
2251	Z for Zachariah	O'Brien, R.	Heinemann	1100

High Intermediate Level (2000-2999 words)

	Title	Author	Publisher	Vocabulary
3001	A Chirstmas Carol		OUP	2100
3002	A Christmas Carol	Dickens, C.	Yohan	
3003	A Passage to India		Macmillan	
3004	A Tale of Two Cities		Macmillan	
3005	Advances of Modern Science	Berger, M.	Yohan	2000
3006	Alice's Adventures in Wonderland		OUP	2100
3007	Among the Elephants	Douglas-Hamilton	William Collins	2000
3008	An Anthology of English Humor	Shaw, B. & Others	Asahi Press	2400
3009	Around the World in Eighty Days	Verne, J.	Yohan	
3010	Black Beauty		Macmillan	
3011	Bleak House	Dickens, C.	Heinemann	2200
3012	Come and Get Me and Other Ghost Stories	Bullard, P.	Longman	2000
3013	Cosmopolitans	Maugham, S.	Asahi Press	2400
3014	Daddy Long-Legs	Webster, J.	Yohan	2000
3015	Darwin and Evolution	Barnaby, D.	CBS	2100
3016	Doctor Zhivago	Pasternak, B.	William Collins	2500
3017	Dr Jekyll & Mr Hyde		Macmillan	
3018	Edgar Allan Poe	Porges, I.	Yohan	2000
3019	Experiences of Terror	John, R., ed.	William Collins	2000
3020	Famous Women of the 20th Century		Macmillan	2200
3021	Five Great Inventors		Macmillan	2200
3022	Geordie	Walker, D.	William Collins	2000
3023	Golden Trails	Harte, B.	Yohan	2000
3024	Good-bye, Mr. Chips	Hilton, J.	Yohan	2000
3025	Goodbye, Mr. Chips		Macmillan	
3026	Great American Detective Stories	Dalley, J.	Longman	2000
3027	Great Expectations		OUP	2100
3028	Great Expectations		Macmillan	
3029	Greek Myths	Bulfinch, T.	Yohan	
3030	Gulliver's Travels		OUP	2100
3031	Gulliver's Travels		Macmillan	
3032	Hard Times	Dickens, C.	William Collins	2500
3033	Harry's Game	Seymour, G.	William Collins	2500
3034	House of a Thousand Lanterns	Holt, V.	William Collins	2500
3035	How to be a Leader	Uris, A.	Yohan	2000
3036	How to Read a Book	Adler, M.J. & Doren, C.V.	Yohan	2000
3037	Huckleberry Finn	Twain, M.	Regents	2400
3038	I Know Who I Love and Other Stories	Jackson, S.	Yohan	2000
3039	I Know My Love	Gaskin, C.	William Collins	2000
3040	I Spy		Macmillan	2200
3041	In the Shadow of Man	Goodall, J.	William Collins	2500
3042	Inside the Atom	Asimov, I.	Yohan	2000
3043	Inspector Ghote Breaks an Egg	Keating, H.R.F.	William Collins	2500
3044	Ivanhoe		Macmillan	
3045	Jane Eyre		OUP	2100
3046	Jane Eyre		Macmillan	

	Title	Author	Publisher	Vocabulary
3047	Japan: Islands in the Mist	Milward, P.	William Collins	2000
3048	Kidnapped		Macmillan	
3049	Little Lord Fauntleroy	Bernet, F.H.	Yohan	2000
3050	Lord Jim		OUP	2100
3051	Lost Horizon		Macmillan	
3052	Men and Machines		Regents	2400
3053	Middlemarch	Elliot, G.	William Collins	2000
3054	Mill on the Floss		Macmillan	
3055	Moby Dick		Macmillan	
3056	Modern American Short Stories	Roberts, G.	Longman	2000
3057	Money for Sale	Hardcastle, M.	Heinemann	2200
3058	More People of our Time		Macmillan	2200
3059	Nicholas Nickleby		Macmillan	
3060	Of Human Bondage		Macmillan	
3061	Of Mice and Men	Steinbeck, J.	Heinemann	2200
3062	Oliver Twist		OUP	2100
3063	Oliver Twist		Macmillan	
3064	Our Mutual Friend	Dickens, C.	Heinemann	2200
3065	Outstanding Short Stories	Thornley, G.C.	Longman	2000
3066	Picnic	Longe, W.	Yohan	2000
3067	Rebecca	Maurier, D.D.	Eichosha Shinsha	2000
3068	Rebecca		Heinemann	2200
3069	Robinson Crusoe		Macmillan	
3070	Round the World in 80 Days		Macmillan	
3071	Selected Short Stories	Maugham, S. & Others	Eichosha Shinsha	2000
3072	Sense and Sensibility	Austen, J.	William Collins	2000
3073	Silas Marner	Elliot, G.	Eichosha Shinsha	2000
3074	Silas Marner		Macmillan	
3075	Six Great Scientists		Macmillan	2200
3076	Six Short Stories		Macmillan	
3077	Six Tales from Shakespeare		Macmillan	
3078	Sons and Lovers	Lawrence, D.H.	William Collins	2500
3079	Stories from Homer		Macmillan	
3080	Stories of Shakespeare's Plays I		OUP	2100
3081	Strange Tales from the Arabian Nights		Macmillan	
3082	Tales from Tolstoy		OUP	2100
3083	Tales of Mystery and Imagination	Poe, E.A.	Asahi Press	2000
3084	Tales of Mystery and Imagination	Poe, E.A.	Longman	2000
3085	The Adventures of Sherlock Holmes		OUP	2100
3086	The Adventures of Tom Sawyer		Macmillan	
3087	The Air We Breathe, the Water We Drink	Aylesworth, T.G.	Yohan	
3088	The Autobiography of Benjamin Franklin	Franklin, B.	Yohan	
3089	The Best of Hawthorne	Hawthorne, N.	Yohan	2000
3090	The Call of the Wild	London, J.	Yohan	
3091	The Creative Impulse and Other Stories	Maugham, W.S.	Heinemann	2200
3092	The Dark Frontier	Ambler, E.	William Collins	2500

	Title	Author	Publisher	Vocabulary
3093	The Eagle Has Landed	Higgins, J.	William Collins	2000
3094	The English Revolution	Newhouse, J.	CBS	2100
3095	The Fox	Lawrence, D.H.	Asahi Press	2400
3096	The Glory Boys	Seymour, G.	William Collins	2500
3097	The Grapes of Wrath	Steinbeck, J.	Heinemann	2200
3098	The Great Ponds	Amadi, E.	Heinemann	2200
3099	The Guns of Navarone	Maclean, A.	William Collins	2000
3100	The Loneliness of Long Distance Runner	Sillitoe, A.	Asahi Press	2400
3101	The Man of Property	Galsworthy, J.	Heinemann	2200
3102	The Mayor of Casterbridge		Macmillan	
3103	The Mayor of Casterbridge	Hardy, T.	William Collins	2000
3104	The Olympic Games	Rulloh, B.	Heinemann	2200
3105	The Portrait of a Lady	James, H.	Regents	2000
3106	The Red Badge of Courage	Crane, S.	Yohan	2000
3107	The Red Badge of Courage	Crane, S.	Regents	2600
3108	The Red Badge of Courage		Macmillan	
3109	The Return of the Native	Hardy, T.	Heinemann	2200
3110	The Rise of Silas Lapham	Howells, W.D.	Regents	2200
3111	The Sea Wolf	London, J.	Yohan	2000
3112	The Sketch Book and Other Stories	Irving, W.	Yohan	
3113	The Story of Pop	Byrne, J.	Heinemann	2200
3114	The Suicide Club	Stevenson, R.L.	Asahi Press	2000
3115	The Townsman	Buck, P.	Yohan	2000
3116	The Turn of the Screw	James, H.	Yohan	2000
3117	The Vicar of Wakefield		Macmillan	
3118	The Walk to Land's End	Thoreau, H.D.	Yohan	2000
3119	Three Best Detective Stories	Allingham, M. & Other	Eichosha Shinsha	2000
3120	Three Outstanding Short Stories	Maugham, S. & Others	Eichosha Shinsha	2000
3121	Three Shakespeare Tragedies		Macmillan	
3122	To Build a Fire	London, J.	Yohan	2000
3123	Tom Jones		Macmillan	
3124	Treasure Island		Macmillan	
3125	Twelve Angry Men	Rose, R.	Yohan	2000
3126	Two Stories	Hemingway, E.	Asahi Press	2400
3127	Understanding Light	Tannenbaum, R. & Stillman, M.	Yohan	2000
3128	Victory	Conrad, J.	William Collins	2000
3129	Visiting the U.S.A.	Lanier, A.R.	Yohan	
3130	Where Eagles Dare	Maclean, A.	William Collins	2000
3131	Wonder Tales from Greece		Macmillan	
3132	Wreck of the Mary Deare	Jones, H.	William Collins	2000
3133	Wuthering Heights		Macmillan	
3134	Wuthering Heights	Bronte, E.	William Collins	2000

Advanced Level (3000-- words)

	Title	Author	Publisher	Vocabulary
4001	A Farewell to Arms	Hemingway, E.	Kirihara	
4002	A Tale of Two Cities		OUP	3100
4003	Adventures in Chemistry	Woodburn, J.H.	OUP	4000
4004	After the Fair and Other Stories		Macmillan	
4005	Around the World in Eighty Days		OUP	3100
4006	Customs and Institutions	Tielsky, E. & Tielsky M.	Regents	3000
4007	David Copperfield		OUP	3100
4008	Dr. Jekyll and Mr. Hyde and Other Stories		OUP	3700
4009	Frankenstein		OUP	5000
4010	From Russia with Love		OUP	3700
4011	Further Adventures of Sherlock Holmes		OUP	3100
4012	Great Expectations	Dickens, C.	Kirihara	
4013	Ickets, Please and Other Stories		Macmillan	
4014	In the Teeth of the Evidence and Other Stories		Macmillan	
4015	Jane Eyre	Bronte, C.	Kirihara	
4016	King Solomon's Mines		OUP	3700
4017	Moonraker		OUP	3700
4018	Nineteen Eighty-Four	Orwell, G.	Kirihara	
4019	Of Human Bondage	Maugham, W.S.	Kirihara	
4020	Other Gods	Buck, P.	Yohan	3000
4021	Pride and Prejudice		OUP	5000
4022	Pride and Prejudice		OUP	3700
4023	Robert Frost: The Aim was Song	Gould, J.	Yohan	3000
4024	Robinson Crusoe		OUP	3100
4025	Seven Stories		OUP	3700
4026	Short Stories by Ambrose Bierce	Bierce, A.	Yohan	4000
4027	Sons and Lovers	Lawrence, D.H.	Kirihara	
4028	Stories of Shakespeare's Plays 2		OUP	3100
4029	Stories of Shakespeare's Plays 3		OUP	3700
4030	Tales of Crime and Detection		OUP	3100
4031	Tales of Mystery and Imagination		OUP	3700
4032	The Adventures of Tom Sawyer		OUP	3100
4033	The Age of the Economist	Fusfeld, D.R.	Yohan	3000
4034	The Art of Making Sense	Ruby, L.	Yohan	3000
4035	The Art of Teaching	Highet, G.	Yohan	3000
4036	The Day of the Jackal	Forsyth, F.	Yohan	3000
4037	The Devil's Alternative	Forsyth, F.	Yohan	3000
4038	The Gift and Other Stories		OUP	3700
4039	The Grapes of Wrath	Steinbeck, J.	Kirihara	
4040	The Good Earth		OUP	3700
4041	The Hound of the Baskervilles		OUP	3100
4042	The Life of Abraham Lincoln	Lorant, L.	Yohan	3000
4043	The Loneliness of the Long-Distance Runner	Sillitoe, A.	Yohan	3000
4044	The Mayor of Casterbridge		OUP	5000

	Title	Author	Publisher	Vocabulary
4045	The Mayor of Casterbridge		OUP	3700
4046	The Man with the Scar and Other Stories		Macmillan	
4047	The Million Year Picnic and Other Stories		Macmillan	
4048	The Mouse and Other Stories		Macmillan	
4049	The Naked and the Dead	Mailer, N.	Kirihara	
4050	The Prairie	Cooper, J.	Yohan	3000
4051	The Road from Colonus and Other Stories		Macmillan	
4052	The Scarlet Letter	Hawthorne, N.	Yohan	3000
4053	The Spy	Cooper, J.	Yohan	3000
4054	The Tell-Tale Heart and Other Stories		Macmillan	
4055	The War of the Worlds		OUP	3700
4056	The Woman in White		OUP	3700
4057	The Woman in White		OUP	3700
4058	The World Above	Murchie, G.	Yohan	3000
4059	Two Boxes of Gold and Other Stories		OUP	3100
4060	Wuthering Heights		OUP	3700
4061	Wuthering Heights	Bronte, E.	Kirihara	
4062	You Only Live Twice		OUP	3700